DOCUMENT RESUME

ED 246 631 EC 162 883

AUTHOR D'Antoni, Alice; And Others
TITLE Learning Strategies: Secondary LD Students in the Mainstream.
PUB DATE Apr 84
NOTE 22p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cognitive Mapping; *Learning Disabilities; *Learning Strategies; Reading Comprehension; Secondary Education; *Study Skills; Teaching Methods
IDENTIFIERS Advanced Study Guide Technique; Multipass; SQ3R Study Formula

ABSTRACT

The paper presents four learning strategy techniques--the SQ3R method of study, the Multipass Strategy, the Advanced Study Guide Technique, and Cognitive Mapping--for use with secondary level learning disabled students. The SQ3R method involves the five steps of survey, question, read, recite, and review. An adaption of the SQ3R method, the Multipass Strategy enables students to familiarize themselves with main ideas and organization of a textbook chapter and to gain specific information and facts without reading the chapter from beginning to end. In the Advanced Study Guide Technique students use highlighting pen and index cards to foster a more active study procedure. Cognitive (or semantic) Mapping structures the information in graphic form to help perceptual comprehension as well as verbal comprehension. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED246631

LEARNING STRATEGIES: Secondary LD Students in the Mainstream

National Council for Exceptional Children

April, 1984

Alice D'Antoni, Ed. D.
Director of Professional Services
Education Rx of Myrtle Beach

Ellen Thurman, M. S.
School Psychologist, Level II
Dependent School/Myrtle Beach Air Force Base

Barbara Calciano, M. Ed.
LD-EH Specialist
Dependent School/Myrtle Beach Air Force Base

EC162883

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Alice D'Antoni
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Education Rx of Myrtle Beach

PROFESSIONAL EDUCATIONAL SERVICES
Evaluation • Tutoring • Consultation

Topic: **LEARNING STRATEGIES**

Secondary LD Students in the Mainstream

TO ALL PARTICIPANTS:

As professionals working with Learning Disabled students, we have found that they often times are not only handicapped by their specific learning disability, but also in not knowing **How** to learn.

Knowing **HOW** to learn is equally as important as knowing **WHAT** to learn.

Learning to learn, knowing **HOW** to learn, or **HOW** to study are needed compensatory techniques for survival in the mainstream. This paper discusses strategies which can be used to facilitate the LD student's learning process and increase their successful participation in the mainstream.

Dr. Alice D'Antoni

Ellen Thurman, M.S.
Coordinator, Special Education
MBAFB

Barbara Calciano, M.Ed.
LD Teacher
MBAFB

Dr. Alice D'Antoni • Director of Professional Services
4615 Backgate Property • Hwy. 17 Bypass, South • Myrtle Beach, S.C. 29577 • (803) 293-1411

Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984)

LEARNING STRATEGIES

Helping Secondary LD Students in the Mainstream

INTRODUCTION

Mainstreamed learning disabled secondary students with reading difficulties are often faced with an avalanche of reading from various content area subjects, such as, United States History, World Civilization, Economics, Government, Physical Science, Biology, Marine Science, etc. Coping with the demands of reading assignments and "digesting" the material at the pace of the regular class requires not only proficient, speedy reading, but also organized study habits. Learning Disabled students not possessing these skills are undoubtedly at a disadvantage. They may labor and trudge through reading a section or chapter of a book taking one to two hours an evening, and possibly being befuddled by what they have read. Multiply this by two to three subjects in the evening, and the student could easily be "burning the midnight oil" not to mention bordering on the ranks of mental and physical exhaustion. Or the route of not doing anything could be taken, and risk failure of the course(s).

Receiving more attention in the liturature (Alley & Deshler, 1979; Deshler, Alley & Carlson, 1980; Deshler, Lowrey & alley, 1979; Hallahan, 1980) is the concept of learning strategies as a means of improving the secondary LD student's ability to cope with and meet the complex demands of his/her curriculum.

According to Alley and Deshler (1979, P.18) learning strategies are:

> "techniques, principles, or rules that will facilitate the acquisition, manipulation, intergration, storage and retrieval of information across situations and settings"

Learning strategies emphasize learning "how to learn" as opposed to teaching a specific content area.

Scope of the Program

Four learning strategy techniques will be presented in this paper which can facilitate learning in a more organized fashion for the learning disabled student.

SQ3R

THE SURVEY Q3R Method of Study

The title for this new higher-level study skill is abbreviated in the current fashion to make it easier to remember and to make references to it more simple. The symbols stand for the steps which the student follows in using the methods: a description of each of these steps is given below.

SURVEY

(1) Glance over the headings in the chapter to see the few big points which will be developed. This Survey should not take more than a minute and will show the three to six core ideas around which the rest of the discussion will cluster. If the chapter has a final summary paragraph this also will list the ideas developed in the chapter. This orientation will help you organize the ideas as you read them later.

QUESTION

(2) Now begin to work. Turn the first heading into a questin. This will arouse your curiosity and so increase comprehension; it will bring to mind information already known, thus helping you to understand that section more quickly. And the question will make important points stand out while the explanatory detail is recognized as such. This turning a heading into a question can be done on the instant of reading the heading but it demands a conscious effort on the part of the reader to make this query for which he must read to find the answer.

READ

(3) Read to answer that question, i.e., to the end of the first headed section. This is not a passive plowing along each line, but an active search for the answer.

RECITE

(4) Having read the first section, look away from the book and try briefly to recite the answer to your question. Use your own words and name an example. If you can do this, you know what is in the book; if you can't glance over the section again. An excellent way to do this reciting from memory is to jot down cue phrases in outline form on a sheet of paper. Make these notes very brief; NOW REPEAT STEPS 2, 3, and 4 on EACH SUCCEEDING HEADED SECTION. THAT IS, TURN THE NEXT HEADING INTO A QUESTION. READ TO ANSWER THAT QUESTION, AND RECITE THE ANSWER BY JOTTING DOWN CUE PHRASES IN YOUR OUTLINE. READ IN THIS WAY UNTIL THE ENTIRE LESSION IS COMPLETED.

REVIEW

(5) When the lesson has thus been read through, look over your notes to get a bird's-eye view of the point and of their relationship and check your memory as to content by reciting on the major subpoints under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then expose each major point and try to recall the subpoints listed under it.

These five steps of the SQ3R Method of Study--SURVEY, QUESTION, READ, RECITE AND REVIEW--when polished into a smooth and efficient method should result in the student reading faster, picking out the important points, and fixing them in memory. The student will find one other worthwhile outcome: Quiz questions will seem happily familiar because the headings turned into questions are usually the points emphasized in quizzes. In predicting actual quiz questions and looking up the answers before-

hand, the student feels that he is effectively studying what is considered important in a course.

The Survey Q3R Method--SQ3R

(1) Survey	(S) Quick Survey of Chapter
(2) Question	(Q)
(3) R1	READ
(4) R2	RECITE
(5) R3	REVIEW

MULTIPASS STRATEGY

MULTIPASS STRATEGY

The Multipass Strategy is a learning strategy designed to enable students to gain information from textbook chapters on grade level or above. It is an adaptation of the SQ3R method.

Steps to use in teaching this method to your student(s):

1. Modeling the Strategy--this is a demonstration by teacher. You will act out the strategy while "thinking aloud".

2. Verbal Rehearsal of the Strategy--the student verbally rehearses the steps.

3. Practice in Controlled Materials--this is a practice, by student, to apply the strategy in familiar or grade level material.

4. Feedback--the teacher gives positive and corrective feedback.

The strategy:

1. SURVEY PASS--to familiarize student with main ideas and organization of the chapter.

   a. read title
   b. read introductory paragraph
   c. review chapters relationship to adjacent chapters using Table of Contents
   d. Read major subtitles and notice chapter organization
   e. look at illustrations and read captions
   f. read summary paragraph
   g. paraphrase all information gathered

2. SIZE-UP PASS--helps student gain specific information and facts from a chapter without reading it from beginning to end.

   a. read questions at the end of the chapter to determine facts which are important to learn
   b. " " (check) if answer is known as a result of the Survey Pass
   c. look for textual cue (bold faced, italics, colored, etc.
   d. make cue into question
   e. skim through surrounding text to find the question's answer

3. SORT-OUT PASS--enables students to test themselves over material presented in chapter.

a. read and answer questions at end of chapter
b. if answered immediately the student places " " next to it
c. IF UNABLE TO DO THIS:
   -think in which section of chapter answer can be found
   -skim for answer
   -if answer is not located, think of another relevant section of chapter
   -skim that section for the answer
   -repeat steps "c" and "f" if not found
   -place " " next to question when answer is found

*CAUTIONS when using Multipass Strategy

1. May not work well with students on lower than 4th grade reading level. These students may succeed with this strategy only on "ability-level" material rather than "grade-level" material--especially if gap between the two is large;

2. May do poorly if texts are written at college level or higher;

3. practicality of individual instructional approach in resource room may be limited. May work if taught to 4 or 5 students simultaneously.

MULTIPASS STRATEGY

SURVEY PASS

Steps a through g

SIZE-UP PASS

Steps a through e

SORT-OUT PASS

Steps a through c

ADVANCED STUDY GUIDE TECHNIQUE

ADVANCED STUDY GUIDE TECHNIQUE

This method is a further adaptation of the SQ3R and Multipass Strategy. Developed and used by D'Antoni (1982) the student makes use of highlighting pen and index cards to foster a more active study procedure. This technique is recommended as part of prior preparation for classroom lectures. The student must have: highlighting pen, 3 X 5 loose index cards, and erasable pen or pencil and textbook.

Step 1 Student reads chapter title, major section headings, subtitles and chapter summary; also charts, graphs, captions under pictures, maps.

Step 2 Student writes each bold print, italicized word on individual note cards (puts page number where word is found in brackets); student turns into question form major and subheadings, writes each on individual note cards (puts page number where found in text in brackets).

Step 3 Student takes cards with individual words one at a time, goes to specified page number (which is in brackets on the card) listed, locates word, and highlights (with pen) definition which is in the book. Student then writes definition/meaning on reverse side of card. Using question written on note cards student turns to page number and skims section for answer, highlights with pen, and writes answer (usually what has been highlighted) on reverse side of note card.

Step 4 In subjects having numerous individual persons and/or dates of importance, note cards are made for each. Name or date should be on one side (i.e., Christopher Sholes) and importance on reverse side (i.e., invented typewriter).

The primary reason for using the reverse side in writing answers is to help in future studying. The student, without any visual

clues, can attempt total recall. It is also helpful in devising "practice" tests. For example, with dates and/or names (or word definitions), these can be written on a separate sheet of paper, the note cards with the answers turned over (and labeled, either A through whatever, or 1 through whatever) and the student practices matching. Similar "practice" tests can be devised with short answer and/or discussion questions.

Advantages of ASG Technique:

Student is familiarized with material prior to entering class, hopefully improving the quality of notes taken and understanding more of the lecture. The cards can serve as flash cards for RFD (Rapid Fire Drills) in studying (with or without partner). Because of size, the student can easily carry in hip pocket and purse, and continually review when there are "spare" moments.

Study Procedures*

Step 1-- After taking notes each day in class, use highlighting pen and extract most important information;

Step 2-- Look up unfamiliar vocabulary words that may be in your notes (look in glossary of book and/or dictionary)--write these on notecards;

Step 3-- Skim through section of book covering that day's lecture; fill in the gaps of your notes;

*Step 4-- Note cards have to be reviewed quickly every twenty-four hours for seven successive days to assure storage in long-term memory.

PREPARING AHEAD (Remember the name of the game is staying ahead--a step ahead of the next fellow.) When beginning a new chapter:

Step 1-- Read title of chapter--look in table of contents and determine how this chapter fits into sequence/outline of book;

Step 2-- Read introduction (to a chapter if available);

Step 3-- Read headings and turn into question forms (for instance, if the heading is "Problems of the Farmers"--ask yourself "What were the problems of the farmer?"--now write this question on a notecard;

Step 4-- Read the chapter summary;

Step 5-- Read end of chapter questions (if available) and try to answer orally; if chapter is divided into sections with questions at the end of each then try to answer these;

Step 6-- Go back to beginning of chapter, and using index card with question written on it (the one from Step 3) and skim section relating to this;

Step 7-- Write answers on cards; try to enumerate if possible, this makes information more organized and clearer;

Step 8-- Each night go through this procedure (Steps 1-7); usually covering 3-6 pages of material and/or small sections of a chapter (excluding pages with predominantly maps, charts, graphs, etc.)

Step 9-- If there are vocabulary words and comprehension questions that follow short sections of a chapter, then make sure you can locate these answers in your notecards-- if not, return to that section and find the answer.

Supplementary Steps in Preparing Ahead:

Step 10-- Have student write definition to all words that are italicized and/or in bold print;

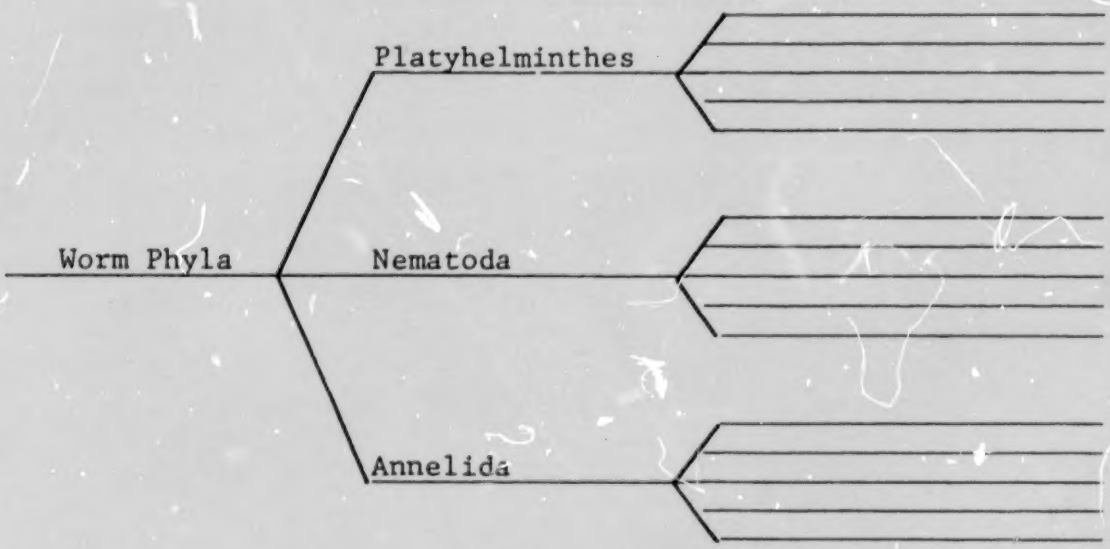
Step 11-- Have students write brief "blurp" about persons who are cited throughout the chapter;

Step 12-- Have students separate notecards by discussion question, identification question (i.e., that may be classified as "matching" on a test), and short answer (where student may have to enumerate certain steps, parts of a question, e.e. "Give 5 causes for the Depression of 1929?")

The benefits of the PA system (as part of the Advanced Study Guide Technique) will be seen each day as the student enters the particular class for which preparation was made. Some results include better notes, increased understanding of instructor's lecture, and increased self-confidence.

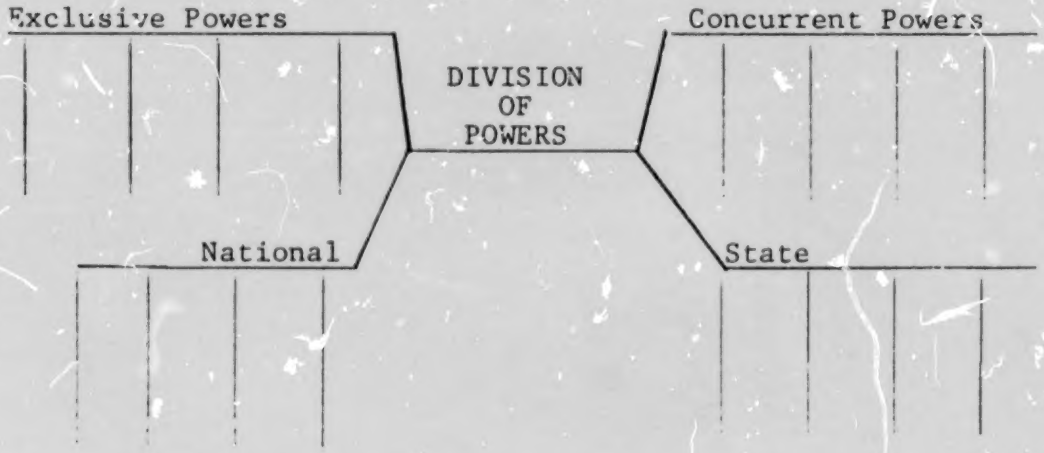
COGNITIVE MAPPING

Cognitive mapping (Gold, 1984) or semantic mapping (Anders and Bos, 1984) are effective techniques to assis the student in "seeing" how important ideas in the texts are related. This structuring of the information in graphic form helps perceptual comprehension as well as the verbal comprehension. Comprehension and recall are improved as result of perceiving the whole and component parts. Mapping can be used in the content areas. Gold (1984) uses Cognitive Mapping in conjunction with Directed Listening - Language Experience Approach (DL-LEAS). However, students can be taught to utilize mapping with materials they can read. For instance, in Biology alert the student to the visual organizational pattern of the chapter (sections and subheadings). If the chapter is on "WORMS" then the major phyla can become the primary map beginnings:



Facts would be filled in ("blurbs" only) as student reads (or is read to). Mapping strategies help the student become more actively involved, organize information, and provide a more concrete conceptualization of facts.

A mapping in Government may look like this:



References

Algier, A.S. & Algier, K.W. Improving Reading and Study Skills. San Francisco: Jossey-Bass Inc., Publishers, 1983.

Alley G. R., & Deshler, D.D. Teaching the Learning Disabled Adolescent: Strategies and Methods. Denver: Love Publishing Co., 1979.

Anders, P. L. & Box., C. S. "In The Beginning: Vocabulary Instruction In Content Classrooms, "Topics in Learning and Learning Disabilities, 1984, 3 (4), 53-56

Deshler, D. D., Alley, G. R., Warner, M. M., & Schumaker, J. B. Promoting the Acquisition and Generalization of Learning Strategies by Learning Disabled Adolescents. In D. G. Bachor (Ed.), Learning Disabilities: Perspectives and Practices, in press.

Deshler, D.D., Lowrey, N. & Alley, G.R., Programming Alternative for Learning Disabled Adolescents: A Nationwide Survey. Academic Therapy, 1979, 14 (4), 389-397.

D'Antoni, A., Learning Disabilities: Helping your child with the 3 R's, in press

Gold, P. C., "Cognitive Mapping," Academic Therapy, 1984, 19(3), 277-284

Hallahan, D. P., Teaching exceptional children to use cognitive strategies. Gaithersburg, MD: Aspen Publications, 1980.

Robinson, R.P., Effective Study. New York: Harper & Brothers Publishers, 1946.

Schumaker, J. B., Deshler, D.D., Alley, G.R., Warner, M. M., Denton, P. J., Multipass: A Learning Strategy for Improving Reading Comprehension. Learning Disabilities Quarterly. 1982, 5 (3), 295-304.